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ABSTRACT

The 55 conference papers, the annual review of research, and the student-award-winning paper in this yearbook cover such diverse topics in the field of reading as assessment, content-area reading, early literacy, teacher education, teacher behavior, and construction of meaning through writing. The yearbook opens with the presidential address to the conferees: "Comparative Perspectives on Literacy Instruction, Education Research, and Knowledge of Teaching" (R. Barr). Other papers in the yearbook include: "Portfolio Process and Teacher Change: Elementary, Middle, and Secondary Teachers Reflect on their Initial Experiences with Portfolio Evaluation" (R. D. Kieffer and M. A. Faust); "Examining Teachers' Beliefs, Decisions, and Practices about Content-Area Reading in Secondary Social Studies" (B. C. Konopak and others); "Life Experiences and Teacher Knowledge: How a Content Teacher Decides to Use Literacy Strategies" (E. B. Moje); "Preschoolers Doing 'Code-Switching'" (B. E. Griffin Cox and B. P. Dixey); "English-Only Children from Bilingual Homes: Considering the Home-School Connection" (C. A. Evans); "Examining the Participation of Young, Linguistically Diverse Children at a Writing Center" (J. Peter); "Some Observations on Acquiring and Using Reading Skill in Elementary Schools" (A. Biemiller); "The Nature of First Graders' Talk in Conferences: With and Without Adult Participation" (J. White and others); "Welcome to Our Rain Forest: Whole-Language Orientation and Implementation" (N. P. Bertrand); "Implementing Large-Scale Change in Literacy Instruction" (C. A. Bridge); "Constructing Chains of Reasoning in Reading Recovery Demonstration Lessons" (C. A. Lyons); "Why Strategies Fail: Students' and Researchers' Perceptions" (S. L. Nist and M. L. Simpson); "Transforming the Literacy Classroom through Reader Response and Computer Networking" (M. Fey); "Exploring Artistic Response to Literature" (P. Smagorinsky and J. Coppock); "Summarization: Preservice Teachers' Abilities and Instructional Views" (J. Dynak and M. J. Smith); "Constructing Knowledge and Expertise in Literacy Teaching: Portfolios in Undergraduate Teacher Education" (J. Mosenthal); "Preparing Teacher Educators and

"Exploring Critical Thinking from a Feminist Standpoint: Limitations and Potential" (M. Commeyras); "Elementary Teachers' Beliefs and Decisions about Vocabulary Learning and Instruction" (B. C. Konopak and N. L. Williams); "The Teacher as 'More Knowledgeable Other': Changing Roles for Teachers in Alternative Reading Instruction Programs" (T. E. Raphael and V. J. Goatley); and Literacy Learning in a Multiage Classroom: Some Findings from an Investigation of Peer Writing Events" (M. L. Chapman). (RS)

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